Evaluation for Eligibility

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Objectives

- Describe timelines for initial evaluations and reevaluations
- Discuss evaluation options and requirements regarding evaluators and consent
- Describe options/actions on a Review of Existing Data form
- Review "new" eligibility forms and all eligibility requirements by disability category
- Discuss changes in SLD eligibility (RTI, Discrepancy, or combination method)

NEW Forms!

• Available for download at:

http://www.schools.utah.gov/sars/lawsregs/iepforms.htm

New forms will be added as they are completed

Individual Evaluation

- Process in which a team determines whether a student:
 - has a <u>disability</u>
 - that <u>affects educational performance</u>
 - and requires special education and related services
- The evaluation process begins with a Review of Existing Data and ends with an Eligibility Determination.

Evaluation Procedures

- As a team, review existing data and determine which assessments, if any, are needed
- Complete Review of Existing Data form
- Obtain consent for additional assessments, if any, as part of evaluation
 - Can only assess in areas that consent was obtained for
 - Record date received consent back from parent on the Consent for Evaluation form



Sample Review of Existing Data.doc

Complete Evaluation

- Complete initial evaluation with 45 school days of receiving parent consent for evaluation
 - Unless parent fails to produce student or
 - Student transfers to LEA while evaluation is pending
- Summarize evaluation data in an Evaluation Summary Report
- Provide Notice of Meeting (with appropriate boxes checked)
- Hold eligibility meeting with team, including parent and determine if the student is eligible or not eligible under IDEA
 - For reevaluations, this is due within 3 years of the previous Eligibility Determination

Determination of Eligibility

- Requires:
 - Team decision based upon documented data
 - Multiple measures (formal <u>and</u> informal)
 - Consider and document information from variety of sources:
 - Aptitude and achievement tests
 - Parent input
 - Teacher recommendations
 - Physical condition
 - Social or cultural background
 - Adaptive behavior
 - Others?

Formal Assessments for Eligibility

- Intellectual/Cognitive
- Academic
- Communication
- Motor
- Adaptive Behavior
- Social Behavior
- Hearing/Vision
- Vocational Transition
- English Proficiency (IPT, UALPA)

Informal Assessments for Eligibility

- Academic (CBM, grades, work samples, attendance records)
- Communication (language sample, parent report)
- Motor (balance, range of motion)
- Adaptive Behavior (observation, teacher anecdotal record)
- Social Behavior (observation, discipline records, attendance records)
- Vocational/Transition (observation, supervisor feedback, interest inventory)

Who Gives It?

- Each assessment has specific requirements for the person giving the assessment
 - Review the assessment requirements
 - Ensure the examiner meets or exceeds the requirements
 - Most formal assessments require some training

Required Areas of Evaluation for IDEA Eligibility

- Quick Look at Required Areas of Eval for Eliq 05.08.doc
- What are some informal and formal assessments?

Determination of Eligibility

- Student <u>may not be</u> a "student with a disability" if the primary factor for the decision is:
 - Lack of instruction in reading (including essential components of reading instruction) or math
 - Limited English proficiency

AND

 The students does not otherwise meet eligibility criteria (3 prongs)

3 Prongs of Eligibility

- This student has an _____ as defined in the Individuals with Disabilities Education Act (IDEA), that
- Adversely affects educational performance and
- Requires special education and related services.

Must meet all 31

Case Studies

Example 1- Initial ED

- Example 1 Review of Existing Data.doc
- Example 1 Consent for Evaluation.doc
- Example 1 Notice of Meeting.doc
- Example 1 ESR and Eliq. Determination.doc
- Example 1 Consent for Initial Placement.doc

What step was skipped?

Example 2 – Reeval ID

- Example 2 Review of Existing Data.doc
- Example 2 Notice of Meeting 1.doc
- Example 2 Notice of Meeting 2.doc
- Example 2 ESR and Eliq. Determination.doc

Then what?

Example 3 – Initial DD

- Example 3 Review of Existing Data.doc
- Example 3 Notice of Meeting.doc
- Example 3 ESR and Eliq. Determination.doc

What's next?

Example 4 – Reeval SLD

- Example 4 Review of Existing Data.doc
- Example 4 Consent for Evaluation.doc
- Example 4 Notice of Meeting.doc
- Example 4 ESR and Eliq. Determination.doc
- Example 4 Discrepancy Report.pdf
- Example 4 LD Observation.doc

Review Objectives

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Policy and Procedures Manual

- Required for <u>special education</u>
- Due September 30, 2008
- Submit to Glenna Gallo for review
- Questions? Attend the pre-conference session at the Law Conference on August 5, 2008. Templates and suggestions will be provided at that time.



- August 6-7 at the Ogden Eccles Conference Center
 - Register at: www.rrfcnetwork.org/mprrc